

THE CHARACTER GUIDANCE INSTRUCTIONAL PROGRAM

A Monograph
Presented to
the Staff and Faculty of the
United States Army Chaplains School

In Partial Fulfillment
of the Requirements for the
Career Course

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CHAPTER I

INTRODUCTION

Ideally the most effective means of reaching the greatest number of servicemen with moral teachings is the Character Guidance Instructional program. Perhaps the most desired means are the religious services and the personal work done by Chaplains, but due to time and other circumstances he reaches only a small percentage regularly of the troops assigned. It is further recognized that this type of contact is on a volunteer basis. The Character Guidance program reaches 85% more or less each month with moral instruction. If the Character Guidance instructional program is as important as it appears to be, and reaches the greatest number of service men, then the Chaplaincy at all levels should devote a maximum amount of effort and interest in this program. It is of prime importance that every chaplain be at his best personally and have at his disposal the best equipment, command support, and subject matter available.

It is rather difficult to judge the effect of past instruction on morals and personal conduct, but it is possible to evaluate the program itself. Assuming that at least exposure has had some effect on the morals of the serviceman, it is desirable to continually review, re-evaluate and re-examine the program to improve its effectiveness during the exposure time.

The present program is the result of this continual process of examination and evaluation, and most chaplains agree that it is a definite improvement over the Character Guidance instruction of 1949. Since that time the subject content has been rewritten and refined, new subjects were added, and audio-visuals utilized more fully. "From the above it is evident that the present instruction in the Character Guidance program has been tested by time and experience, has been the subject of frequent investigation, and is now generally accepted as making an effective contribution to the life of the soldier in the Army."¹ Can this conclusion be final? Certainly it cannot be, for changes in the serviceman and the service have rapidly taken place even since then.

This paper then has a two fold purpose. The first is to examine the present program of instruction and determine its strength and weaknesses. An examination will be made of motivation and character guidance, instructional methods, and suggestions as to which appears to be the most suitable for Character Guidance. Secondly, a totally new subject list will be suggested. Actually the list is comprised of many subjects that are included in the present program, but is presented differently and under a new grouping. For instance, a criticism that is dealt with in Chapter IV of this paper is that the present list does not permit enough exposure time to a particular subject. Marriage and the family is worth much more than one or two hours of instruction and should be presented in a more adult and mature manner. Several

different consecutive hours are given to the subject of marriage. Under the present system one hour is devoted to the subject, and is not referred to again until several months later. As a consequence the continuous total exposure time is limited.

In addition to a new subject list and arrangement, several suggestions will be made throughout this work for an improvement of the overall instructional program. Most of them, of course, are geared to the new subject arrangement.

CHAPTER II

MOTIVATION

It is evident that some new life must be injected into the Character Guidance Program of instruction. Even after many years of use and implementation a great many of our officers and senior leaders of the Army barely know of its purpose except that it is a requirement. As a result of a survey made by the U. S. Army Chaplain's Board 22,3% thought of it in term of a Chaplains class. Of the 85,091 officers questioned 3,500 did not even know of the Character Guidance Program. It is mere conjecture, but highly probable that officers who are greatly concerned about the program would not number more than the 3,500 who were acquainted with it.

Of greater concern is the questionnaire sent to 122 Chaplains in the field. "An evaluation of the responses to the questionnaire strongly suggests that there is room for improvement and appreciation on the part of chaplains of their role as instructor and teachers."² A great number (20%) of the chaplains felt that their time spent in the religious field was better utilized. Surprisingly, 63 of the chaplains felt that the program should be eliminated.

Obviously there needs to be quite a bit of improvement in the area of motivation of the instructor. An instructor who is neither motivated nor enthusiastic, ^(not) can motivate or create enthusiasm for the program on the part of those being instructed.

The reasons for this lack of interest by the chaplains are varied, but a few of the reasons are briefly examined. One reason is perhaps that the instruction itself does not appeal to the

Chaplain. When initiated the Chaplains Board tried to keep the subjects rather broad, hoping that the chaplain will make them come alive. However, they are so broad that they are general, and in addition they overlap and repeat themselves. For example, the "Truth and Honesty" subjects might be better utilized if used at different periods - in the past they have followed one another. As for repetition "Self-Control" and "Self-Discipline" are used over and over as sub-headings in other subjects.

A very practical reason is that giving instruction over and over again in the Character Guidance program, presenting classes in Bible at the chapel time and again and preaching regularly drains the chaplain of his creativity and energy. In addition many other areas of the Chaplaincy demand attention. As a result the chaplain consciously or unconsciously seeks for relief and naturally the religious program receives the most emphasis. If the program does not appeal to begin with, then it begins to lose the effort it deserves.

Against the Chaplain and the instructional program is the general apathy of the ones being instructed. Try as he may, an instructor cannot teach if the student does not want to learn. If properly prepared and properly motivated they will learn, and both the instructor and the student must be in the frame of mind for the ideal situation in learning. However, given low command priority, second rate class rooms, poor instructional material, a natural negative response to moral teachings and poor instruction, even the most interested student will find it difficult to

learn. All of the aforementioned reasons exist in the Character Guidance program. In many cases they exist together. A hard working, interested chaplain can eliminate only one or two of the items. The rest must come from higher level. However, the key for the basic learning process to both the instructor and those being instructed is the proper motivation. Good motivation can cause a chain reaction that leads to a better learning process.

Before examining the purpose of the instructional material of the Character Guidance program a brief examination will be made concerning the problem of motivation apart from the material itself.

How do we motivate the chaplain to better prepare himself for the class? How do we motivate the normal average serviceman to learn and to apply his knowledge in morals?

As stated earlier motivation can be a chain reaction. If an instructor is properly motivated, then the students catch the feeling and are more attentive and more alert. "The students . . . are quick to appreciate and respect instructors who know their subject and who have the knack of effective presentation. They are equally quick to detect the incompetent."³

Two assumptions can be made about the chaplain as an instructor. First he is not incompetent and secondly he is not mentally unsuited for instructing. Based on these assumptions it is safe to say the problem lies elsewhere in the program. The main problem again is motivation and it can be improved.

One recommendation is that the best and most interested chaplains of each installation should be given the assigned duty in teams from post or Division level of presenting Character Guidance instruction. Several different versions of these teams can be utilized. Chaplains could actually be assigned with this particular job as their primary duty. Their whole time and attention could be devoted to this area. Denominational spread would be desirable. Another method is to assign chaplains to this duty for a specified time only and then released to duty elsewhere. An even different version is to use one chaplain assigned as supervisor and advisor with qualified line officers as primary instructors. The problem of motivation is partially solved in these methods by utilizing interested and qualified personnel at the very start. Time and energy is geared toward one specific goal, and followed by efficiency reports and inspections in this area of job performance it can be expected that Character Guidance instruction will improve.

Using the present method of chaplains giving Character Guidance to their own assigned personnel, an efficiency report could be required in this area only by the supervisory chaplain. Two results could be expected. The first is that the supervisory chaplain becomes more interested in the work done and the second is that the junior as a result of this report will be more careful in his preparation. A better method than this is for the commander to be required to give a definite notation in the efficiency report on chaplains and their character Guidance instruction. To supplement

these two methods the Installation or Division Chaplain inspects regularly to select "a class of the month" that is outstanding in instruction and then gives high level recognition to the chaplain doing the instruction.

As stated earlier a good portion of the problem of motivation in the Character Guidance instruction lies with the instruction. However, certain areas can be emphasized or techniques utilized to improve motivation on the part of the serviceman. He can be better encouraged to learn even in the realm of moral teachings.

One of the first steps in teaching is to develop a sense of need on the part of the student to learn. This is easier in the case of teaching the soldier the use of an M-14 rifle. By relating past experience and examples the instructor can show that a weapon must be properly cared for to operate efficiently. A weapon not operating during an attack can cost a person's life. The same is true for accuracy. Teaching morals is different, since the soldier feels that morals are not necessary for his being a soldier. In fact the instructor must overcome the notion that no morals make a good soldier. There are ways that the need to learn morals might be improved.

The Character Guidance instruction is a mandatory class for all personnel under the grade of E-6. Since it is mandatory, is it too much of a problem to use rewards and work in this area? Why not use a testing method in which the student is required to pass at least 50% of the instruction presented? Why not require some kind of reading outside of class? For instance, to push home

the need of firm moral precepts when the chips are down, require each soldier to read Colonel Myers report of the prisoner of war in Korea. Naturally the chaplain might better be supplanted in this area by the line officer instructor. As to rewards, tie the Character Guidance instruction to promotion. Never use it as the primary consideration, but require a 50% passing grade in Character Guidance for eligibility for promotion.

As to rewards why not present a Citizenship and Deportment trophy quarterly to the soldier who is outstanding in this area personally and who has passed 50% of the instruction? The Character Guidance Council could make the selection on recommendation of the commanders.

It is recognized that 100% motivation cannot be achieved. There are always a percentage of chaplains who will never be motivated to teach Character Guidance properly. Do not let him teach, and let it be noted.⁴ In addition, not all students will attempt to learn more than that which is absolutely required. The suggestions made in this chapter are suggestions that may help to improve the motivation and make the program even more successful. Now attention is devoted to the instruction itself and is dealt with in the following chapter.

CHAPTER III

TEACHING METHODS AND AUDIO-VISUAL AIDS

It goes almost without saying that instruction needs more than the mere passing out of information. Since moral instruction is not generally a popular subject to teach servicemen, any outside aid would be a help so long as it helps teach the subject. Teaching a moral subject may include information, but in most cases the instructor wants to change or reinforce attitudes which lead to a change of life. Therefore the whole individual needs to be appealed to. This is true in all teaching but there is a difference in teaching $2 + 2 = 4$ and teaching the need for correct moral behavior. In Character Guidance it is imperative that the latest methods and audio-visuals be utilized to their fullest extent. "Through their use, students' impressions become more intense, resulting in a clearer understanding of things taught".⁵ In addition, if they are correctly used they help create the emotional climate that results in a desire to learn or change.

The general consensus of opinion is that the lecture method is not enough for good learning to take place. Most authorities recommend its use only in certain cases or situations. Usually the conclusion is that not enough of the senses are being used. In speaking of the use of audio alone one authority says "ordinarily we do not learn what something is like by listening to it."⁶

The lecture method should not be discounted that easily. It has been used for centuries, and the spoken word has persuaded

millions. Admittedly not everyone is capable of the type of oratory or speaking which could move the masses. The most successful practice for years before results became visible, yet even the initial speech may be greater than was received at the time. People do listen to what is said by a live person. Although not favorably received at the time, Lincoln's Gettysburg address has become a national knowledge. Even President Lincoln misjudged his speech. "The world will little note nor long remember what is said here, but it can never forget what they did here."⁷ People did remember. Even at their best audio-visuals are inanimate materials and everyone knows that they are somewhat dead. However, a living person using the right words can persuade and hold an audience. The lecture method should then not be completely laid aside for an audio-visual class. The two should be used together, and even with other methods.

Another very valuable teaching method is the conference method. Along with this should be the correct use of questioning. The conference method has many advantages for a Character Guidance class and should be utilized frequently. The instructor engages the class in a discussion of a pertinent question or a series of questions, and encourages active participation in the subject. In addition, the instructor can gauge the interest level of the students and discusses problems that relate to them. The conference method may serve to clarify and emphasize questions in their minds.

Two very basic situations must be handled correctly by the instructor for the conference method to be successful. First, the instructor must be in full control at all times. If not, arguments over details or differences of opinion may occur. When this occurs anger and resentment results and the learning process has been blocked. Further control must be exercised by the instructor so that the discussion stays close to the subject. At the end certain conclusions should be made or else the discussion is merely a discussion. Second, the instructor should create an environment that is conducive to good discussion. When an instructor begins with a cold question the audience may not respond. Dead silence occurs and the instructor fumbles. Warm the audience to the subject, then ask questions. Usually by this time the students are eager for their views to be expressed. With the proper conclusions reached and emphasized, the class has been successful.

In addition to the conference method is the committee method. Here the students are separated into groups to discuss a question, and then the conclusion is presented later to the whole class by a group leader. Discussion then follows. The advantage of this method is that the greater percentage of the class has participated. There are very definite disadvantages, however, to this method.

One of the first disadvantages is that the instructor cannot guarantee that the problem was discussed by the various committees. It is possible that one or two committees might be interested in discussing the question that was presented, but others will only

waste the time by discussing other items of interest that are not related. It is easy to give an artificial answer to satisfy the instructors requirement. On the other hand it is possible that the students may vote on the wrong answer. The class is then overwhelmingly against the instructor and he has lost some control over the class. It is interesting to note that two military instructors manuals, The Military Instructor and Techniques of Military Instruction do not mention this method. All of the requirements of class participation and class interest can be met by the conference method. It is to be preferred over the committee method.

The modern instructor has at his disposal many diverse aids that help him in the learning process. These aids called, audio-visual aids, become the assistant or co-instructor with him in the class. Used correctly they are very valuable, but they must be utilized correctly. Below are listed some of the widespread misuses of audio-visual aids:

1. Ordering and showing films without regard to specific, on the spot learning needs for such films.
2. Scheduling films that are not timely for the learning problems of a class.
3. Letting uninformed persons in the field of educational psychology and of learning objectives use the aids.
4. Use of films not in tune with the experience background of the viewers.

5. Purchasing audio-visual equipment without consideration for what the trainees actually need.⁸

Audio-visual aids are exactly that and do not supplant the instructor. If they properly fit the subject and the transition to and from their use is not abrupt, they help the instructor maintain interest and participation. Their use enables the instructor to utilize more of the senses of his students than is true in a pure lecture.

Audio-visuals for use in the Character Guidance classes are found at the installation Audio-Visual Aids Center. Films produced strictly for use in the Character Guidance program are available. Many other films are available and should be used, but they must fit the subject of the month. Certain films produced for religious classes by denominations should be avoided. Below are listed by subject those films and filmstrips other than the standard Character Guidance films that can be used to aid in Character Guidance instruction:

Marriage and the Family

- SFS 16-163 "Family Life Audio-Visual Series Kit"
MF 16-7812 "This Charming Couple"
TF 16-1700 "For Which We Stand - To Be Held in Honor"

American Heritage and Patriotism

- OF 36 "Voices of the People"
OF 48 "Citizen in Arms"
AIF 5 "Code of Conduct - Article I - Our Heritage"
AIF 10 "Code of Conduct - Article VI - Stand Firm"

MF 16-8671 "Heritage"
MF 20-8668 "Traditions and Achievements of the Army"
MF 45-8355 "It's Your America"
MF 16-9057 "The Pilgrims"
AFIF 7 "My Country 'Tis of Thee"

Religion and Worship

MF 16-9150 "Immortal Love"
MF 16-7808 "One God"
MF 16-1693 "As Deep as the Heart"

Communism and Its Challenge

AFIF 5 "Communism"
AFIF 17 "Why Korea?"
AFIF 46 "The Hoaxters"

Drinking and Alcoholism

TF16-1699 "For Which We Stand - Let's Get It Straight"

The Citizen and Government

MF16 "Government is Your Business"

The above list by no means exhausts the number of appropriate films that can be used effectively. It does point out that the chaplain who uses his audio-visual films can create a variety in his Character Guidance and add to the effectiveness of his role as an instructor.

It must be said that the production of audio-visuals for use in the Character Guidance program is one area that can receive little in the way of criticism. There are two areas that can be improved. First, the number of Character Guidance films available

at each installation is limited. A number of times the chaplain may plan to use the films and none are available for his use or they are available for a limited time only. This causes him to plan to omit them entirely or change his methods back and forth during the month. To one group of men he has the film and to another he is unable to use it. Second, the films must avoid playing down a subject to the point that the serviceman thinks of them as trite or "sissy". No harm is done if a "spade is called a spade". The majority of our servicemen have experienced life in other than the "nice way", and films should begin on their level.

Audio-visuals should never be neglected, but their use should not supplant a well prepared lesson that is challenging and informative. Audio-visuals "are symbolic of the new know-how of professional educators. They reflect a long development of a body of knowledge about how people learn."⁹

CHAPTER IV

A PROPOSED REVISION OF THE CHARACTER GUIDANCE SUBJECT LIST

The present Character Guidance program lists thirty-six titles and covers a wide range of subjects. They concern themselves with the development of the serviceman's morals and morale. Each are designed to add a little to the character of a man. The list could be improved and streamlined, and this chapter is an attempt to do that.

As stated above there are thirty-six titles to the subjects of the Character Guidance instruction. However, upon closer examination, elimination or combination, the list could easily be shortened. In many cases the subjects duplicate themselves, and although there is a slight difference in emphasis the serviceman is apt to think of them as covering the same area. For instance, "Perseverance", "Self-Control", and "Self-Discipline" could easily be placed under the title of "How to Endure". The subject "Self-Control" is a necessary condition for "Perseverance" and "Self-Discipline". Actually "Self-Discipline" and "Self-Control" are very close in definition. It is recognized that each of the above titles have different emphasis, but they are very similar. In addition two other titles almost as similar usually follow one another in the instructional booklets. These are "Honesty" and "Truth" and might be better taught under one heading or else divided and used at separate times. Could it be that "Common Sense" and "Practical Wisdom" are practically the same? These examples point out that

in many of the subjects the same theme is being taught. This becomes repetitious and the serviceman lapses into indifference because of an "I've heard it before attitude".

Many of these subjects deserve less time spent on them and others deserve a lot more time. Although scattered throughout the three year instructional period are several subjects that deal with a larger subject, these need to be brought together for more emphasis and exposure time. For instance, the subject of "Marriage" and it's related subjects of "Chastity" and the "Home" might be better if they followed one another. These are not repetitious in the same manner of "Self-Control" and "Self-Discipline". A whole college year can be devoted to studying the area of marriage, but the Character Guidance lectures present only three hours. Much more time should be given to these important subjects. One hour is given to "Worship", and yet books have been written on the subject. Additional time can be allocated without infringing on anyone's personal beliefs. Just recently one hour of "Communism" and "Freedom" has been added. This is not enough. The problem of Communism and its battle for men's mind and body is one of the more pressing problems facing our nation today. Character Guidance cannot begin to cover our side, but it can do more than it is. Since Communism's basis is amoral and atheistic, our society which is moral and theistic has a lot to say on the subject. The present Character Guidance program is saying something about our "Heritage", and at least four subjects explain our position. These are "Heritage", "Patriotism", "Our Moral Defense" and "Personal

Freedom". Grouped together under a hard hitting provocative title this area could be given a real emphasis by the instructor. The exposure time would be much greater to this important subject, and the impression on the serviceman longer lasting. As a result of the above criticism the following revised program is recommended:

A Three Year Program for Character Guidance

First Year

- I. Marriage and the Family - 6 hours
 - A. Pre-marital and extra-marital relationship - 1 hour
 - B. Preparing for Marriage - 1 hour
 - C. The Married Couple - 1 hour
 - D. The Family - 1 hour
 - E. The Army and Marriage - 1 hour
 - F. The Problems of Divorce - 1 hour (Is Divorce an Answer?)
- II. "I Am An American!" - 6 hours
 - A. What is the American Ideal? - 1 hour
 - B. A Study of American Freedom- 1 hour
 - C. What About Capitalism? - 1 hour
 - D. What About God and America? - 1 hour
 - E. Is America Worth Dying For? - 1 hour
 - F. Communism vs. Democracy - 1 hour

Second Year

- I. Alcohol and You - 3 hours
 - A. Alcohol and the Man - 1 hour
 - B. When Alcohol Becomes a Problem - 1 hour
 - C. The Alcoholic - 1 hour

II. The Human Being and Sex - 3 hours

- A. What is the Judao-Christian View of Sex? - 1 hour
- B. Unacceptable Sex & Its Results - 1 hour
- C. How to Remain Faithful - 1 hour

III. Can You Keep the Rules? - 3 hours

- A. Why do People Break the Law? - 1 hour
- B. America's Problem of Crime - 1 hour
- C. Why Should You Keep the Rules? - 1 hour

IV. Where Can You Get Help? - 3 hours

- A. The Chaplain and His Role - 1 hour
- B. The Helping Agencies - 2 hours
Red Cross, Army Emergency Relief,
Your Own Organization

Third Year

I. The Brotherhood of Man (Prejudice) - 3 hours

- A. The American Guarantee of Human Rights - 1 hour
- B. (A Review of Documents Protecting Human Rights)
- C. Causes and the Problem of Prejudice - 1 hour
- D. All Men are Brothers - 1 hour

II. The Value of Faith - 3 hours

- A. The Contribution of the Judao-Christian Faith
to the American Way - 1 hour
- B. The Need for Renewal (Worship) - 1 hour
- C. The Need for Strength (Faith) - 1 hour

III. Practicing a Good Life - 6 hours

- A. Honesty & Truth - 1 hour
- B. The Need for Moderation - 1 hour

- C. Watch Your Language - 1 hour
- D. Thanksgiving - 1 hour
- E. Moral Responsibility of Safety - 1 hour
- F. Why Have Character Guidance - 1 hour

CHAPTER V

CONCLUSION

The revised list of subjects has as its purpose the lengthening of exposure time to a subject and deal with it in an adult manner. The ideal is to teach these subjects in blocks rather than one hour per month. For instance, a three hour course in the area of sex could be taught to a unit in one morning's instructional period. That unit would then schedule Character Guidance in the next quarter, and so on. Admittedly a long period of time lapses between these instructional periods, but this is to be preferred over an on again, off again type of subject treatment. A large single block has as its advantage a whole morning's attention on the subject. Perhaps, more command support would be the result. *Good*

Nothing in this paper's evaluation has as its goal any conclusions that are to be final. The study of Character Guidance should be a continuing process. There should always be testing, evaluation and improvement in this area. Character Guidance deserves it.

The predominate problem in the Character Guidance Instructional program is motivation. If the problem could be overcome, and the suggestions in Chapter III are a step in that direction, the present published list of subjects and its material could be much more effective. Character Guidance Instruction deserves the best that the chaplains, and Commanders can give. It must be emphasized

again and again that Character Guidance is a Command responsibility. Morals and morale play an important part in the conduct and devotion to duty of a serviceman. " - - - the Character Guidance Program has continued to be a means by which a Commander may coordinate his efforts to promote the morale of his troops, maintain a high standard of discipline and increase in his men the idea of service to their fellowman and the nation."¹⁰

FOOTNOTES

¹U. S. Army Chaplains Board, The Chaplain in the Character Guidance Program, Fort George G. Meade, 1963, p. 21.

²Ibid., p. 51.

³Department of the Army, FM21-6, Techniques of Military Instruction, Washington 25, D. C., p. 15.

⁴U. S. Army Chaplains Board, op. cit., p. 59.

⁵Department of the Army, FM21-6, op. cit., p. 62.

⁶Cross, A. J. Foy, Irene F. Cypher, Audio-Visual Education, Thomas J. Crowell Company, New York, p. 6.

⁷Abraham Lincoln, "Gettysburg Address"

⁸Cross, op. cit., p. 2.

⁹Ibid., p. 12.

¹⁰U. S. Army Chaplains Board, op. cit., p. 10.

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